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| 1. What is our purpose? |
| **To inquire into the following:**   1. **Transdisciplinary Theme**   How We Express Ourselves  **Central Idea.**  Human beings discover new ways to express themselves through the language of the arts.   1. **Summative Assessment Task(s):**   What are the possible ways of assessing students’ understanding of the central idea?  What evidence, including student-initiated actions, will we look for?  **Strategy**: Performance Assessment  **Tool**: Rubric  **Prompt**:  **Evidence:**   |  |  | | --- | --- | |  |  | | **A** |  | | **B** |  | | **C** |  | | **D** |  | |

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| **Class/Grade:** Kinder | PYP Planner |
| **Age Group:** 5-6 years old |
| **School:** Colegio Colombo Británico |
| **School Code:** 700202 |
| **Title:** | |
| **Year:** 2010-2.011 | |
| **Teachers:** Fernando Arce, Pilar Clavijo, Laura Restrepo, Mark Hustad , Vicky Libreros, Claudia Madriñán, Vicente Medina, Maggie Quiñones, Ana Patricia Ortiz, María Fernanda Romero , María Elena Valencia, Teresa Velásquez, Fernando Arce, Diana Moreno, Martha Elena Duque & Sidey Viedman. | |
| **Proposed Duration:** | |
| 2. What do we want to learn? | |
| What are the key concepts to be emphasized within this inquiry?  **FUNCTION FORM**  **Language The Arts** | |
| What lines of inquiry will define the scope of the inquiry into the central idea?   * An inquiry into language of the animals. * An inquiry into how people use sign language to express themselves. * An inquiry into the language of the arts. * An inquiry into different art forms. | |
| What teacher questions/provocations will drive these inquiries?  Provocation  Children will go to the bach auditorium to see some drama teachers perform different ways of expressions.  Question | |

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| **3. How might we know what we have learned?**  This column should be used in conjunction with “How best might we learn?” | **4. How best might we learn?** |
| **What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?**  **Knowledge**: **Previous Knowledge – L1**  **Strategy-** Open- ended task **Tool -** Anecdotal record  **Skills-**  **What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?**  **Line of inquiry**: An inquiry into language of the animals.  **Activity**  Strategy: Selected response Tool: Checklist  **Line of inquiry:** An inquiry into how people use sign language to express themselves.  **Activity:**  **Strategy:** Selected response **Tool :** Checklist  **Line of inquiry:** An inquiry into the language of the arts  **Activity:**  **Strategy:** Open-ended task **Tool:** Rubric-Checklist  **Line of inquiry:** An inquiry into different art forms.  **Activity:**  **Strategy:** Selected response **Tool :** Checklist | **What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?**  **What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?**  **Pedagogical Trips:**  **Interactive Presentations by experts**  Musical: children will see the Bach students perform some scenes of the Glee musical then they will ask questions to the singers and actors about the variety of art language.  Deaf people: children will inquiry how people use sign language to interact with each other by interviewing a deaf couple. They will do a homework about what I learnt.  **Research on a Topic**  **Inquiry at the library**: Children will search books individually about different ways of sign language They will draw and register their findings in a bubble map. Then, in small groups they will share what they have registered.  **Inquiry at the ICT:** Children will search information that allow them to answer their questions related to what they want to learn and the ……, afterwards in small groups they will discuss and register in their notebooks what they have found.  **Cooperative Learning**  En Danza (Respuesta) los niños explorarán a traves de movimientos locomotrices libres y realizaron adaptaciones corporales de tiempo y rítmo,(Creación) crearán secuencias de movimiento sencillas que involucren el cuerpo expresivo, manejo espacial y Desplazamientos con una canción acerca del viento  Musica:  Drama:  Visual Arts:  **Transdisciplinary Skills:**  **Social Skills**  **P.S.E**.  **Communication Skills**  **l1**  **L2** –  **Self-Management Skills**  **P.S.E –**  **RESEARCH SKILLS**  **Maths:**  **Learner Profile**  Children will strive to be Balanced, Communicators, Caring, Thinkers, Inquirers, Knowledgeable and Principled through developing the learning experiences and during their daily interactions.  ATTITUDES  Creativity  Confidence |
| **5. What resources need to be gathered?** |
| **What people, places, audio-visual materials, related literature, music, art, computer software, etc. will be available?**  Drama teachers, Glee musical, books, ict room,  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**  **How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?** |

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| **6. To what extend did we achieve our purpose?** |
| **Assess the outcome of the inquiry by providing evidence of students’ understanding of the central idea. The reflections of all teacher involved in the planning and teaching of the inquiry should be included.** |
| **How you could improve on the assessment task(s) so that you would have a more accurate picture of each student’s understanding of the central idea.** |
| What was the evidence that connections were made between the central idea and the transdisciplinary theme?  . |

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| **7. To what extent did we include the elements of the PYP?** |
| **What were the learning experiences that enabled students to:** |

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| **8. What student-initiated inquiries arose from the learning?** |
| **Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.**  **Students questions**  **Teachers questions / provocations**  **What student–initiated actions arose from the learning?** |

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| **9. Teacher notes** |
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